MULTIMEDIA UNIVERSITY

STUDENT ID NO

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FINAL EXAMINATION

TRIMESTER 2, 2017/2018

DEN5018 – ENGLISH

(All Groups)

17 MARCH 2018
9.00 a.m. – 11.00 a.m.
(2 Hours)

INSTRUCTIONS TO STUDENT

1. This question paper consists of **SIX** pages only.
2. Answer **ALL** questions in **Sections A, B and C.**
3. Please write all your answers in the Answer Booklet provided.

SECTION A: READING AND VOCABULARY [20 MARKS]

Instructions: *Read the passage below and answer the questions that follow.*

Pet Therapy: How Animals and Humans Heal Each Other

1 Those of us who own pets know they make us happy. Besides, a growing body of scientific research is showing that our pets can also make us healthy. That helps explain the increasing use of animals in settings ranging from hospitals and nursing homes to schools, jails and mental institutions.

2 The use of pets in medical settings actually dates back more than 150 years, says Aubrey Fine, a professor at California State Polytechnic University. "One could even look at Florence Nightingale recognising that animals provided a level of social support in the institutional care of the mentally ill," says Fine, who has written several books on the human-animal bond.

3 However, it was only in the late 1970s that researchers started to uncover the scientific underpinnings for that bond. One of the earliest studies, published in 1980, found that heart attack patients who owned pets lived longer than those who did not. Another early study found that petting one's own dog could reduce blood pressure.

4 More recently, Rebecca Johnson, a nurse who heads the Research Centre for Human-Animal Interaction, found that interacting with animals can increase people's level of the oxytocin hormone. "That is very beneficial for us," says Johnson. "Oxytocin helps us feel comfortable and trusting, and this may be one of the ways that humans bond with their animals over time." Furthermore, Johnson says it may also have longer-term human health benefits. "Oxytocin has some powerful effects for us in the body's ability to be in a state of readiness to heal, and also to grow new cells, so it predisposes us to an environment in our own bodies where we can be healthier."

5 Animals can also act as therapists themselves or facilitate therapy in clinical sessions — even when they are not dogs. For example, psychologist Gardner, who works with troubled children, uses dogs and parrots in his practice. "One of the things that has always been known is that the animals help a clinician go under the radar of a child's consciousness because children are much more at ease and seems to be much more willing to reveal their emotions when they encounter these animals," he says.

6 Horses have also become popular therapists for people with disabilities. "The beauty of the horse is that it can be therapeutic in so many different ways," says Breeanna Bornhorst, executive director of the Therapeutic Riding Program. "Some of our riders might benefit from the connection and the relationship-building with the horse and with their environment. Other riders maybe will benefit physically, from the movements, and build that core strength, and body awareness and muscle memory."

7 Recently, one of the therapeutic riding program's instructors — speech therapist Cathy Coleman — worked one on one with 9-year-old Ryan Rowe, who has autism. Well, not really one on one. The co-therapist in this session was a pony named Happy. Coleman says she used to see Ryan in a more formal office

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environment, but since he started horseback riding, his speech has actually improved. Ryan's mother, Donna Shank, says the riding has helped with more than just his speech. It has helped him following directions, besides some understanding on core life skills.

8 However, not all the research is focused on humans. "We want to know how the animals are benefiting from the exchange," says Hudson of the University of Missouri. Much of Hudson's research, for example, has focused on the value of dog-walking by studying volunteers who join dogs' walking programmes at the animal shelters. Those programmes have clearly helped people get healthier, she says. Not only do they increase their exercise while they are walking the dogs, but it increases their awareness, so that they exercise more during the week. The best part is it turns out the programme was also helping the dogs. "Besides shaping the dogs' behavioural development, we found that they were significantly more likely to be adopted if they were in the dog-walking group," she says.

9 Hudson continues to study human-animal interaction. Currently, she is working on a new project with likely benefits for dogs and humans. Military veterans returning from Iraq and Afghanistan are providing shelter dogs with basic obedient training. Although it is still early in the research, she says, one thing seems pretty clear: "Helping the animals is helping the veterans to readjust to being at home."

10 Now the research is getting an even bigger scientific boost. The National Institutes of Health (NIH), with funding from pet food giant Mars Inc., recently created a federal research programme to study human-animal interaction. The programme, operated through the National Institute for Child Health and Human Development, offers scientists research grants to study the impact of animals on child development, including physical and psychological therapeutic treatments, and on the effects of animals on public health, including their ability to reduce or prevent disease.

11 Hudson says it is time for an entire field to be based on warm fuzzy feelings and not on scientific data. "It is critical to establish the scientific foundation for the premise that animals are good for people," she says. "So it's very important that now the NIH is focused on *this* which will help scientists across the country to be able to do their research."

Adapted from Rovner, J. (2012, March 5). *Pet Therapy: How animals and humans heal each other.* Retrieved from https://www.npr.org/sections/health-shots/2012/03/09/146583986/pet-therapy-how-animals-and-humans-heal-each-other

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Question 1: True or False (5 marks)

Instructions: *For each statement, write (T) if the statement is true and (F) if the statement is false.*

a. Researchers have been studying human-animal bond since 1970.

b. It has been proven that animals increase the longevity of the heart-disease patients.

c. According to Johnson, animals, excluding dogs, can facilitate human's therapy.

d. All animals, especially horses are known to be medical therapists for disabled individuals.

e. The monetary assistance rendered by Mars Inc. has enabled the establishment of a federal research programme.

Question 2: Comprehension Questions (15 marks)

Instructions: *Answer the following questions.*

a. It is said that when humans interact with animals, their oxytocin hormone is increased. How does this benefit human being? (3 marks)

b. In paragraph 5, the author mentioned that animals like dogs and parrots can play a therapeutic role in clinical sessions. Provide evidence from the text on how these animals help a troubled child. (2 marks)

c. In what ways can riding possibly help autistic children? (3 marks)

d. What is the main idea of paragraph eight? (1 mark)

e. What advantage did the dogs involved in the dogs' walking programmes gain? (1 mark)

f. The new project of Hudson is said to likely benefit both humans and animals. State the benefit it brings to human and also to the animals. (2 marks)

g. In line 62, it is stated that *"Now the research is getting an even bigger scientific boost."* What is the scientific boost? (2 marks)

h. What does "this" in line 73 refer to? (1 mark)

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SECTION B: GRAMMAR [20 MARKS]

Question 1: Subject-Verb Agreement (10 marks)

Instructions: *The following extract contains 10 errors in subject-verb agreement. Identify the errors and correct them as shown in the example.*

Example:

No.	Line	Error	Correction
0	1	is	are

Teenagers' Obsession with Technology: Harmful or Beneficial?

It is true that teenagers are obsessed with technology, but there is definitely benefits to this obsession. Teenagers use computers constantly as computers present countless opportunities for them. They hold an immense amount of information; most things teenagers want to know is right at their fingertips.

Teenagers also use the Internet to communicate effectively with others around the world. Social networking websites have mushroomed in popularity over the past several years and now represents a main line of communication for young people. Although some might argue that Internet provides a means for procrastination, but it enables teenagers to effectively use it for schoolwork. The Internet allow teenagers to complete work faster and more easily. Typing essays are easier and more enjoyable than writing reports by hand or researching subjects in a book.

Another method of receiving information is through the cell phone. Despite their bad reputation, cell phones are vital to teenagers' lives. The most common way that teenagers use cell phones is for ease and convenience. Like the Internet, cell phones help teenagers stay in contact with friends and family everywhere. Even more than calling, people stereotypes teenagers as constantly texting. However, texting is not the evil that many adults portray it as. Texting save time when teenagers are in a hurry and allows them to multitask.

Besides texting, teenagers use their phones to send pictures, play games and access the Internet – all of which represent the great opportunities technology offer. Many technological advances such as electronic book readers save paper and money. This definitely benefit teenagers.

Technology's benefits far outweighs any drawbacks created by fast, modern gadgets. In general, it has a positive effect on teenagers. It relieves their stress and enable them to communicate with anyone around the world.

Adapted from Gersten, K. (2010). *Teens' obsession with technology: harmful or beneficial? Retrieved from* http://www.stljewishlight.com/special_sections/ohr_chadash/article_6c4d8d8a-d6e4-11df-8471-001cc4c03286.html

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Question 2: Tenses (10 marks)

Instructions: *For questions 1-10, read the text and choose the correct answer.*

Example: (0) ____C____

The Amazing Story of A Tsunami Survivor who Turned into A Soccer Star

More than a decade ago, Martunis, a young Indonesian boy, **(0) ___was___** lucky to be alive. Now, he is the subject of a really unlikely feel-good story. On December 26, 2004, an earthquake (1) _____ an epic tsunami in the Indian Ocean that crashed against the shores of 14 countries. Some 230,000 people were killed by the merciless waves.

One of the hardest-hit spots was Banda Aceh, a city on the northern tip of the Indonesian island of Sumatra. Amid scenes of utter devastation and ruin, Martunis, then 6, was stranded and alone. His mother and siblings had perished in the disaster. He (2) _____ for nearly three weeks, drinking polluted rain water and hunting packs of dry noodles. When found by a group of journalists wandering the beaches of the Indonesian city, Martunis needed a saline drip due to the dehydration he (3) _____ after the 21-day ordeal.

A member of the 'Save the Children' team who delivered him to hospital said that he (4) _____ to the tree when they rescued him, wearing a Portuguese soccer jersey. "I was not afraid at all," Martunis, who is known only by one name, was quoted as saying to reporters at the time, "because I wanted to be alive to meet my family and (5) _____ a football player."

Portuguese star Ronaldo (6) _____ Martunis in the aftermath of the disaster after images of him in a Portugal jersey hit headlines across the world. During the meeting, Ronaldo told reporters that he believes that many adult would not be able to deal with what Martunis (7) _____ through.

Moved by the child's plight, Portugal's soccer federation (8) _____ some 40,000 euros to build Martunis and his surviving family a new house. Even better, last week, Sporting Lisbon, the team that first nurtured a young Ronaldo, announced that it (9) _____ Martunis to a contract with its youth team. The Sporting Lisbon's president Bruno de Carvalho said, "Martunis is an inspiring youth. We (10) _____ him in his endeavour to become a professional footballer.

Adapted from Tharoor, I. (July4, 2015). *The amazing story of a tsunami survivor who turned into a soccer star Retrieved from* https://www.washingtonpost.com/news/worldviews/wp/2015/07/04/the-amazing-story-of-a-tsunami-survivor-who-turned-into-a-soccer-star/?utm_term=.fde7f92610b8

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0.	**A. is**	**B. are**	**C. was**	**D. were**
1.	A. triggers	B. triggered	C. has triggered	D. will trigger
2.	A. survives	B. survived	C. has survived	D. had survived
3.	A. suffers	B. suffered	C. is suffering	D. had suffered
4.	A. clings	B. clung	C. is clinging	D. was clinging
5.	A. become	B. became	C. has become	D. will become
6.	A. meets	B. met	C. is meeting	D. will meet
7.	A. goes	B. is going	C. has gone	D. had gone
8.	A. donates	B. donated	C. is donating	D. will donate
9.	A. signs	B. signed	C. has signed	D. had signed
10.	A. support	B. supported	C. is supporting	D. will support

SECTION C: ESSAY WRITING [20 MARKS]

Instructions: Choose **ONE** of the topics below and write a five-paragraph essay of 300 to 350 words.

1. Nowadays, the popularity of online shopping has been rising rapidly amongst consumers where they prefer to buy goods or services directly over the Internet. Why do people choose online shopping?

2. With the increasing costs attached to the pursuit of higher education, working part-time while studying has become a necessity for many students. What are the positive effects of working part-time on university students?

End of Paper